

N.B.—The Programmes must be used in conjunction with *Home Education*  
and *Parents and Children* (see N.B. 3).

Programme 127†

L<sub>2</sub>

( Sept. to Dec. 1933.  
Jan. to March, 1934, overseas )

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

FORM II. (A & B).

(Ages 9 to 11).

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text must be read and narrated without  
interruption.

A & B I. Suitable parts from *Numbers*, chapters 16, 21-24,  
and 31, and *Deuteronomy*, chapters 16 and 32-34,  
inclusive.

II. *St. Matthew's Gospel*, chapters 9 (verse 35) to 21  
(verse 17) inclusive.

Teacher may study Dr. Paterson Smyth's *Moses and the Exodus*  
(Sampson Low, 2/-), lessons 17-24, and *St. Matthew's Gospel*,  
(Sampson Low, 2/-), lessons 8-15, inclusive (omitting questions),  
in order to bring the passages home to the children.

The following books will be found useful for reference:

*The Little Bible* (Oxford Press, 2/6, see especially the *Appendix*  
*for Teachers and Parents*). *Helps to the Study of the Bible* (new  
edition, Oxford Press, 8/6). *Peloubet's Bible Dictionary* (R.T.S.,  
10/6). *The Children's Year* (Church Seasons), by the Rev. G. A.  
Oakley (S.P.C.K., 2/6). *S.P.C.K. New Scripture Atlas* (1/-).

For private daily Bible reading, prayers, and hymns:

*Daily Readings and Notes* (Series "C") monthly schemes (1/6 a  
year, from The Secretary, B.R.F., 19, Old Queen St., London,  
S.W. 1.) *A Prayer Book for Boys and Girls*, compiled by M.  
Cropper (S.C.M., 2/6). *Songs of Praise*, (Oxford Press, 6/-,  
words only 1/-).

*Two Minute Bible Readings*: for use in Opening School (S.C.M., 3/-).

† The 127th term of work set since the Parents Union School began.



Sunday Reading (optional):

A & B *From Log Cabin to White House*, by W. M. Thayer (Milford, 1/6).

A *Uncle Tom's Cabin*, by H. Beecher Stowe (Nelson Classics, 1/3).

B *Jackanapes*, by Mrs. Ewing (Dent, 2/-).

Sunday Occupations:

A The Book of Centuries, see under General History.

A & B Choose and inscribe mottoes and texts, using Bridges cards 1, 2, 3. Make Christmas cards and calendars.

Writing.

A & B Transcribe some of your favourite passages from the Shakespeare play or poetry books set. Two perfectly written lines every day.

A *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, teachers' instructions 6d., cards 3, 4, 5 & 10, for letters; cards 7, 8, or 9, for models, 5d. each). Or, McDougall's *Print-Form Writing Exercises*, Books 2 and 3 (3½d. each).

Dictation.

A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (including written or oral narration daily after each lesson).

A (a) Stories, (b) verses, in the metres of poems read; choose subjects from work set in History and Reading.

B Stories from the term's reading. Children in B who cannot write easily may narrate part.

Children are advised to join the P.U.S. Portfolio of Story and Verse (see *Our Work*, September *Parents' Review*).

English Grammar (see N.B. 4.)

Point out Subjects, Verbs, Objects, and do simple parsing every week; make progress each term.

A & B *First Grammar Lessons*,\* by C. M. Mason (Dent, 1/6), pp. 93-110, inclusive, or continue.

or, A, (more advanced), *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 65-88, with Morgan's *Exercises in English Grammar* (Murray, 1/9), pp. 44-56.

British History.

A & B *A History of England*,\* by H. O. Arnold-Forster (Cassell, 8/6), pp. 745-806 (1837-1861). Make summaries of events and dates and continue a History chart of the 19th Century.

or, B Marten and Carter's *Elementary Histories*, Vol. II.: *The Middle Ages*\* (Blackwell, 2/6), pp. 138-203 (1300-1485).

A & B Take the *Home and Classroom* section of *The Times* (P.N.E.U. Office, 6/- a year).

A Teacher will find useful *History Charts* (P.N.E.U. Office, 6d.).

French History.<sup>1</sup>

A & B *A First History of France*,\* by L. Creighton (Longmans, 5/-), pp. 283-290; or, (B), pp. 111-133 (with Marten and Carter).

General History.

A *A Book of Ancient Peoples*,\* by Helen Corke (Oxford Press, 2/9), pp. 77-119.

Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.). *The British Museum for Young People*, by Frances Epps (revised edition, Black, 3/6), chapters 10 and 11.

Put in illustrations from all the history studied during the term (Bible, English, French, General); visit museums. See British Museum Postcards: catalogue from the Museum.

Citizenship.

A Suitable stories from *The Life and Fables of Æsop*\* (Blackie, 10d.).

A & B *The Citizen Reader*,\* by H. O. Arnold-Forster (Cassell, 2/6), pp. 13-47, inclusive.

B *Stories from the History of Rome*,\* by Mrs. Beesly (Macmillan, 2/6), pp. 1-61; or, *Stories of the Old Greeks*,\* by W. H. D. Rouse (Macmillan, 2/6), pp. 1-45.

Geography.

Local geography out-of-doors; see *Home Education*, Parts II. and V.

Map questions (as in the Ambleside Geography Books) to be answered from map *before each lesson*; then reading and narration. Memory sketch maps. Ten minutes' exercise on map of the world every week. Know something about foreign places noticed in the current newspapers (see under History). All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,\* 1929 edition (7/6).

A (1) *The Counties of England, Ambleside Geography Book III*,\* (Kegan Paul, 4/-), pp. 157-192, with Philip's supplementary maps for *Norfolk*,\* *Lincs.*,\* *Northants*,\* *Suffolk*,\* *Berks.*\* (4½d. each), and *Cambs.*\* (6d.);

or, alternative work, *The British Isles and the Neighbouring Lands*, by E. G. R. Taylor (Constable, 2/6), pp. 71-118, with suitable map questions as in the "Ambleside" books *before each lesson*.

(2) *Round the Empire*,\* by Sir George Parkin (Cassell, 2/6), pp. 179-223, for map study.

B (1) *Ambleside Geography Book II*,\* (Kegan Paul, 1926 edition, 3/-), pp. 116-141, or work with A above.

(2) *Round the Empire*,\* as in A above.

<sup>1</sup> National History may be substituted for French History; see under Reading, and Overseas Leaflet.



**Natural History,<sup>1</sup> etc.**

A & B *Life and Her Children*\* (latest edition), by Arabella Buckley (Macmillan, 6/-), pp. 269-301.

*The Sciences*\*, by E. S. Holden (Ginn & Co., 5/6, revised edition), pp. 148-182.

Children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may also be used.

Keep a Nature Note Book\* (P.N.E.U. Office, 5d.; see *Home Education*, Parts II. and V.), for outdoor work.

For special out-door studies according to season and climate, see *Nature Rambles*, Vols. I. to IV., also *Nature in the Garden*, Vols. I and II., all by E. Step, F.L.S. (Warne, 2/6 each); *S.N.S.U. Leaflets*, Nos. 7 and 20 (*Seeds*, and *Fruit and Seed Dispersal*). (2½d. each).

**French<sup>2</sup> (see N.B. 4).**

A *A French Course for Schools*, Part I.,\* by H. F. Collins (Macmillan, 2/-), lessons 1-6. *Les Malheurs de Sophie*\* (abridged), (Nelson, 1/-), optional, for narration only.

*New French Picture Cards*, Series I., by Marc Ceppi and H. M. Brock (Bell, 2/-), may be used for extra practice.

B *French for Young Beginners*,\* by Marc Ceppi (Bell, 2/-), lessons 19-24, with pp. 119-121 (see also pp. 122-136 for verbs and pronunciation; omit phonetic script).

A & B Learn a poem from *Récueil de Poèmes*,\* Vol. I., by J. Molmy (Blackie, 6d.), or a scene for acting from *Petites Scènes Pour Les Jeunes*\*, by Gabrielle L' Honoré (Dent, 1/-).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6 or 3/-) with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

**Latin (see N.B. 4).**

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A. (Oxford Press, 3/-), Part I., §§ 22-42.

**Arithmetic (see N.B. 4).**

Much care with tables and rapid mental work. *Teacher's Books are essential.*

Dr. Ballard's *Fundamental Arithmetic* Books II. and III. Also Alfred Wisdom's *Arithmetical Dictation* for rapid mental work.

A (3rd Term). *Fundamental Arithmetic*, Book III.\* (U.L.P., Pupils' Book, 1/-), pp. 22-40; (Teacher's Book, 2/3). *Arithmetical Dictation*, Book III. (U.L.P., 1/-), Exs. 135-150; or, continue.

<sup>1</sup> Overseas members see special leaflet.

<sup>2</sup> Schools may substitute the national language.

B (3rd Term). *Fundamental Arithmetic*, Book II.\* (U.L.P., 10d.), pp. 33-49 (Teacher's Book, 2/-); *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 92-106, or continue.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 4/-).

**Picture Study.**

A & B Reproductions of six pictures by Velasquez\* (P.N.E.U. Office, 2/-).

See notes for teachers only in the September *Parents' Review*, also *Home Education*, pp. 307-311.

**Drawing.**

Wild fruits in brushdrawing. Studies of schoolroom furniture. Original brush-drawings from scenes in books set for reading. Memory drawings.

Paint-box\* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6); work should be done with brush and in colour; pencil should not be much used.

Join the P.U.S. Portfolio (See *Our Work*, September *Parents' Review*).

Teacher may consult: *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

**Music Appreciation.**

The work of Handel: see (a), article, and (b), the records suggested under *Our Work*, in the September *Parents' Review*.

Teacher will find useful: *Handel*, by B. L. Thomson (Sheldon Press, 4d.).

**Ear Training, Singing, Piano.**

(a) Regular lessons in ear training and sight reading.

*The Compleat Teacher*, Book II., by Arthur Somervell (Boosey, 2/6, pupil's book, 3d.). Beginners use Book I.

(b) Three English, and three French, songs. Carols.

*The Clarendon Song Books*: Books II. & II.A (Oxford Press, 2/6 or 3/- each; words and voice part only 6d. or 8d. each). *Folk Songs of France*, Book I. (Novello, 2/-). *The English Carol Books*, I. and II., edited by Martin Shaw and Percy Dearmer (Mowbray, 2/6 each, words only 3d.).

(c) Continue *Child Pianist* (Curwen & Son, from 3/- a volume); teacher using the *Teacher's Guide* (revised edition, 7/6).

Teacher should read *On Music Teaching*, by W. H. Leslie.

**Recitations.**

A & B (a) Two suitable passages of about twelve verses each from work set in *Numbers* and *St. Matthew*, (b), Psalm 67, (c), a hymn, and (d), one of the following: a scene from the Shakespeare play set, or fifty lines from an anthology. *A Poetry Book for Boys and Girls*,\* chosen by Guy Pocock (Dent, 2/-). *Laurel and Gold*\* anthology (Collins, 1/-).



**Reading** (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading.

Shakespeare's *Coriolanus*\* (Blackie; Plain text, 6d.); Longfellow's *Hiawatha*\* (Oxford Plain Text, 1/4); Kingsley's *Water Babies*\* (Dent, 2/-).

Thackeray's *The Rose and the Ring* (Macmillan, 2/-); Dickens' *Christmas Carol* (Nelson, 1/3).

A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 248-280.

*The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 218-258.

B *The Heroes of Asgard*, by A. & E. Keary (Macmillan, 3/6), pp. 177-246.

In French History time, Scottish, Welsh, or Irish children may read from: *Makers of Scotland*, by M. C. Scott-Moncrieff (Oxford Press, 2/6); *Heroes of Welsh History*, by D. W. Oates (Harrap, 10d.); *A Class-Book of Irish History*, by James Carty (Macmillan, four parts, 1/- each).

**Drill, etc.**

Daily drill, dancing, games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *A Hundred Singing Games*, edited by Frank Kidson (Bayley & Ferguson, 2/-).

(b) Dancing: *Scandinavian Dances*, Series II. and III. (Ling Association, 11d.). *The English Country Dance Graded Series*, by Cecil Sharp, Vols. I.-III. (Novello, 3/- each): description and tunes of 6 dances in each volume.

(c) Games: *Recreational Games*, by E. N. Herbert (Philip, 3/-). Longball (Rules, Bourne & Co., 2d.); Hockey, Netball.

**Work: Crafts, etc.**

(a) Help in house or garden.

*Gardening for Children*, by J. Gwynn (Harrap, 2/6).

(b) Carton modelling, etc.: make four models.

*Paper Cutting and Modelling*, by J. E. Tolson (Pitman, 4/-), Section VI. (Omit correlated schemes). (Materials from Dryad, Ltd., 42, St. Nicholas St., Leicester).

Help to make *The Happy Little House*, by M. L. Spillhaus (Blackwell, 2/-).

(c) Needlework: cut out and make a simple garment, e.g., a petticoat. Knitting.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffith (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may also be used for stitches, etc.

Boys and girls mend clothes from the wash each week.

*First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used.

(d) Weaving: make, for example, a tie or a belt.

*Braid Loom Weaving* (Dryad Leaflet, No. 19, 4d.), or, *Simple Weaving*, by F. Mochrie (Dryad, 2/-).

Make Christmas presents.

*Cut Woolly Toys* (Dryad, 2/-).

Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C. 1.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following:—*Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). *The Dryad Quarterly* (6d.) is also useful.

#### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons, and offer scope for hobbies. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional.

N.B. 2.—The work in Form II. lasts for two years (ages 9-11). In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. The work in any one subject must not be selected from A and B. **Second year II.A. is now called III.B.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-. *Parents and Children*, 5/- (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form (6 terms).

N.B. 5.—Each pupil should have a copy of all books, etc., marked \*, and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and (in II.A) a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, the Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays).

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.



# Parents' National Educational Union

## The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

MOTTO: "I am, I can, I ought, I will."

FORM II. (A & B).

PUPILS' NAMES.....

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### Bible Lessons

- I. A & B 1. On what occasions were the following words used by Moses? (a) "Must we fetch you water out of this rock?" (b), "Shall one man sin and wilt thou be wrath with all the congregation?" (c), "I am an hundred and twenty years old this day." Describe **one** of them.
2. Tell the story of Balaam and explain how Balaam sinned against God.
- A 3. Moses "whom the Lord knew face to face" prepared himself and his people for his death. Show how he did this and describe his last day on Mount Nebo.
- II. A & B 1. "Art thou he that should come or look we for another?" How did Jesus answer the disciples of John the Baptist, and what did He tell the people about John?
2. When were the following words spoken? Tell the whole story in **one** case,— (a) "Good Master, what shall I do to inherit eternal life?" (b), "Who is the greatest in the Kingdom of Heaven?" (c), "How many loaves have ye?"
- A 3. What does our Lord teach us about (a), Keeping the Sabbath, (b), Forgiveness?

Writing. (Writing is also considered in each answer.)

Write (A), four, (B), two lines of poetry from memory.



Dictation (unprepared). (Spelling is also considered in each answer).  
 Kingsley's *The Water Babies*, (A), Chapter III., p. 70,—  
 "But toward evening . . . quietly enough"; (B),  
 Chapter V., p. 121,— "Now little Tom . . . hard  
 pebble."

#### Composition.

- A & B 1. Write in prose, or in verse (in the metre of *Hiawatha*),  
 on **one** of the following — (a), "Tom and the  
 dragon-fly"; (b), Ægir and his daughters; (c),  
 Palinurus; (d), "Fairy Blackstick"; (e), music  
 by Handel that you have enjoyed.
2. Describe **one** of the following,— (a), a meeting between  
 Coriolanus and his mother; (b), "Tom's" journey  
 to Shiny Wall; (c), Scrooge and a Christmas ghost;  
 (d), Hiawatha's childhood.

#### English Grammar.

- A & B 1. Pick out subjects, predicates and objects, and say  
 all you can about the words in italics,—  
 "The *field* mouse has gone to *her* nest;  
 The *daisies* have shut up *their* *sleepy* *red* *eyes*  
 And the bees and the birds are at rest."
2. Make four sentences, using the following words as  
 subjects: *rabbits*, *she*, *they*, *a motor car*. Say what  
 kind of word each subject is, and in what way it  
 agrees with the verb.
3. Make four sentences using relative pronouns, and show  
 why they are called "relative."
- or, (Morgan) 2. Give two examples in sentences of nouns in  
 the (a), genitive, (b), vocative, (c), accusative case.
3. Use in sentences the plural of *postman*, *suitcase*, *vice-  
 principal*, *flittermouse*, and the feminine of *negro*,  
*hero*, *peacock*, *bachelor*.

#### British History.

- A & B 1. Give a short account of the Crimean war and say  
 what you know of the work of Florence Nightingale.
2. Mention the three great Dominions in the British Em-  
 pire and say what you know of the history of one  
 of them.
- A 3. Write what you know about **two** of the following,— (a),  
 the Corn Laws, (b), Lord Shaftesbury and his work,  
 (c), the history of the locomotive.
- or, B 1. What do you know of Edward I. and his good govern-  
 ment, or, (b), the markets, fairs and packhorses of  
 the Middle Ages?
2. Give a short account of Wat Tyler and the Peasants'  
 Revolt.

#### French History.

- A & B 1. What do you know of (a), Napoleon III., (b), Victor  
 Emmanuel and the Italian war?
- or, B 1. Tell a story of Joan of Arc.

#### General History.

- A 1. What do you know of (a), the Assyrian Kings, or, (b),  
 the Hellenes?
2. Mention two dates for which you have put drawings in  
 your Book of Centuries this term and describe the  
 special event connected with each.

#### Citizenship.

- A 1. Write (a), a story that shows how Æsop's wit  
 saved his master; and (b), the fable you liked best.
- A & B 2. "Those who love their country best are content to  
 serve it without the hope of immediate reward or  
 even the encouragement of praise." Tell a story to  
 illustrate this.
- B 1. Tell a story about (a), Brutus and his sons, or, (b),  
 Marcus Fabius; or, (c), Cræsus and Solon.

#### Geography.

- A 1. Draw a sketch map of Lincolnshire, putting in the chief  
 towns, rivers and hills, and showing the boundaries.  
 Write (a), an account of a visit to the county, or,  
 (b), a general impression of the Fen Country.
- or, 1. (a), Draw a sketch map to show the chief features of a  
 piece of country you know well. (b), Describe what  
 you would see from the train in a journey from  
 Loch Alsh to Inverness.
2. Where would you find the following on the map: (a),  
 Rhodesia, (b), Sierra Leone, (c), St. Helena, (d),  
 Malta, (e), Aden? Write shortly about **two** of them.
- B 1. Draw the shape of Arabia, and name all its boundaries.  
 Describe a journey across the desert.
2. What do you know about the Suez Canal?

#### Natural History.

- A & B 1. Describe a day in the life of a hill ant. Drawings.
2. What do you know about the causes of (a), fog, (b), dew,  
 (c), winds?
3. (a) What have you learnt this term out-of-doors about  
 fruits and seeds? Drawings. Or, (b), write about  
 any other special nature study you have made this  
 term.

#### French.

- A 1. (a) Describe in French the picture on page 15 (Collins),  
 or, (b), tell a short story from *Les Malheurs de  
 Sophie*.
2. Make sentences using the following nouns, and adding  
 a suitable adjective to each: *élèves*, *livre*, *eau*,  
*fleur*, *poissons*, *tapis*.
- B 1. Describe in French the picture on p. 91 (Ceppi).
2. Use the following verbs in sentences, and translate  
 them: *monter*, *téléphoner*, *venir*, *patiner*, *désobéir*.



Latin

- A 1. (i.) Write with meanings, the Present Indicative of "possum." (ii.) Write in Latin the cardinal numbers i. to x.
2. Translate: (1) The sailor was carrying a little monkey. (2) The boys say that there is a raven on the roof.
3. (i.) Translate Page 27 § 25 (b) "*Puer in insula . . . sedebant.*" (ii.) Read the Latin of (i.) again, then write a Latin narration.

Arithmetic

B (3rd Term).

1. If the moon goes round the earth 12 times in 46 weeks, 6 days, how long will it take to go round once?
2. A mat is 5 ft. 6 ins. long and 3 ft. 6 ins. wide. Find the cost of binding it with braid at  $7\frac{1}{2}$ d. a yard.
3. A French flag was made of 3 strips: Red  $5\frac{1}{4}$  ins. wide, white  $4\frac{1}{2}$  ins. wide, and blue  $5\frac{1}{4}$  ins. wide. Each strip was 8 ins. long. What was the area of the flag?

A (3rd Term).

1. What is the smallest number of chestnuts which could be equally divided amongst 9, 12, or 15 children?
2.  $\frac{3}{4}$  of a flock of sheep were in a field,  $\frac{2}{3}$  of the remainder were penned, and the rest, numbering 15, had escaped into the road. How many sheep in the flock?
3. A cake weighs  $2\frac{1}{4}$  lb. A piece, which is  $\frac{2}{9}$  of the whole cake, is divided between 5 children. How many oz. of cake does each child get?

Picture Study.

A & B Describe "*The Forge of Vulcan*, by Velasquez.

Drawing (with brush and in colour.)

1. An original illustration for *Coriolanus*, or, *The Water Babies*.
2. A table or a desk with a coloured box or vase.

Recitations.\*

Father to choose two passages from the Bible Lessons, a hymn, a poem, or, a passage from *Hiawatha*.

Reading.\*

Father to choose unseen passage.

Music.\*

Examine in work done and report progress.

Singing.\*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.\*

Drill, before parents.

Work, Crafts, etc.\*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 11th. Papers to be posted on Dec. 16th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form II.B, *i.e.*, children who do not write easily must write at least *one* answer in each subject (the rest being dictated); (b) The Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—MEMBERS OVERSEAS may send in papers for examination at the end of *any two* terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.